

DOCUMENT RESUME

ED 050 863

RC 005 292

TITLE The Nongraded-Trimester-Minicourse Concept: Report to Date.
INSTITUTION Dillingham City School District, Alaska.
PUB DATE 3 May 71
NOTE 51p.

EDRS PRICE EDRS Price MF-\$0.65 HC-\$3.29
DESCRIPTORS English, *Flexible Scheduling, *Nongraded Classes, Rural Schools, *Secondary Grades, *Small Schools, Social Studies, Student Participation, Teacher Participation, *Trimester Schedules

ABSTRACT

Dillingham High School (grades 7-12) in rural Alaska established a schedule and curriculum which provided students and teachers with an active voice in determining their educational experiences. The result was a group of over 200 one-half-credit "minicourses" offered in a variety of time arrangements. All courses were nongraded through the 9th grade level. Junior high level students were given the opportunity to schedule into regular high school level courses. The school year was divided into 60-day trimesters and 63-minute time blocks consisting of three 21-minute modules. Reaction to the new schedule and curriculum appeared generally favorable from students, teachers, and outside evaluators. Sample schedules, course offerings, and course descriptions are appended, along with an evaluation report, observations by the superintendent, and student and teacher questionnaires. (JH)

ED050863



U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE

OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECES-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

THE NONGRADED-TRIMESTER-MINICOURSE CONCEPT

Report to Date

Submitted to

The Dillingham City School Board of Education

May 3, 1971

RC 005292

TABLE OF CONTENTS

Foreward	Page 1
Evolution of the Program	Page 2
School Year 1968-69	2
School Year 1969-70	6
School Year 1970-71	8
Projections.	10
Plate I	11
Plate II	12
Plate III	13
Appendix I - Courses and Trimester Schedules, 1970-71.	14
Appendix II - Statements and Statistics.	15
* Appendix III - Related Information	16
* Copyrighted Material Deleted:	
McQueen, Mildred. "Individualized Instruction," <u>The Education Digest</u> (April 1971) pp. 25-28.	
Kass, Abraham H. "Freedom-Booby Trap for Students," <u>Today's Education</u> (April 1971) pp. 27-28.	
De Sisti, Sam. "MUE: Mini-Unit Experience," <u>NASSP Bulletin</u> (March 1971) pp. 75-78.	
Leggett, Stanton and others, "The Case for A Small High School," <u>Nation's Schools</u> (September 1970) pp. 45-52.	

FOREWARD

Whenever a major change from the traditional approach to teaching is made, one must pause frequently and assess just what this change has done. The assessment should not be limited only to cold, graphic facts because education does not deal with a product; it deals with human beings. I have tried to include some analysis of very intangible things such as attitude, opinion, and feelings, along with the hard data.

I owe much thanks to those who helped with this report. I am also much indebted to those people who allow the freedom to try new ideas to improve the education of youngsters.

Bob Cherry

Bob Cherry
District Principal

EVOLUTION OF THE PROGRAM

SCHOOL YEAR 1968-69

The basic concepts, which evolved into the Non-graded/Trimester/Mini-course curriculum presently in operation at Dillingham High School, Dillingham, Alaska, were originated during the spring of 1969. It was felt at that time that many problems were occurring because of the inherent inflexibility of the curriculum then in operation.

This program (see Plate I) involved a traditional approach to high school curriculum, i.e., a rigid grade nine through grade twelve "class" system in most courses, utilizing a standard 55 minute, six period school day with all courses continuing for the full 180-day school year.

Seventh grade, eighth grade, and high school students were in separate courses but were taught by the same staff in the same building. This staff consisted of 9 teachers for a total pupil population of 140 for grades seven through twelve.

Effective utilization of staff members was difficult under this organization as is evidenced by such situations as a single teacher during one class period being scheduled with some 60 students or roughly one-half the total student body in a study hall. Most of these students were in this situation simply because they could not schedule a course at that time. There were various reasons for this. Some students lacked the ability or prerequisites for some advanced courses offered during that time. Also, some teachers were not available to teach a class at that

time because of their scheduled preparation period.

Obviously, very little studying was accomplished and the teacher was forced to use two separate classrooms to contain this group. There were numerous other difficulties in scheduling and teaching under this arrangement. In courses which were set up for just a single grade level, "overloading" occurred frequently and a 35 to 1 pupil-teacher ratio in English and Social Studies classes was common. Students and teachers had no voice in determining course offerings. That is, students had almost no choice in courses they could take and teachers had no choice in courses they could offer.

It was decided that something should be worked out for school year 1969-70 as an experiment for more effective use of the limited staff and a less rigid curriculum. One objective was to establish a schedule and curriculum which provided students and teachers with an active voice in determining their educational experiences.

An inherent part of this program would be a continuous evaluation, revision, and up-dating so that the traditional problem of an inflexible curriculum would not occur.

Smaller units of learning would be necessary to break down the existing framework to a more flexible structure.

In effect, it would be much more than just a new way of scheduling. It would be an entirely new way of looking at how educational experiences were occurring.

For the experiment, the concentration was on two major problem areas; English and Social Studies classes. It was felt that for these two areas to become more flexible, that the traditional grade 9 through 12 scheduling would have to be altered. Traditional year long courses

(180 days) were broken into smaller units which teachers felt could be taught in one semester (90 day) sessions. Each course was given a brief description of the general content which would be attempted (see Plate II). A pre-requisite system was established for the advanced courses, but there was no "grade level" established for any English or Social Studies course. That is, any student in high school (grades 9-12) could sign up for any English or Social Studies course provided he displayed certain background preparation or was approved by the instructor.

There was an immediate problem in that with a very limited number of teachers in these two areas, all of the semester courses which teachers felt they were able to teach could still not be offered during the course of the year. For example, one teacher with two available periods for a year could only offer a possibility of four of the different courses (see Plate III--Schedule for 1969-70). The question was how to establish which of the 15 or 20 courses would be offered. The obvious answer was that the students themselves should decide which courses we should offer each semester determined by their needs. A student was not required to take any English or Social Studies course during a semester, or he might choose to take as many different ones as were offered. "Advisor/advisee" groups were established to make certain that students understood thoroughly the graduation requirements and how the new classes would work. The students were then given tally sheets on which they marked which courses they wanted to see offered at a given period and semester. The results were tabulated and the English and Social Studies classes for the 1969-70 school year were established by student "majority rule." The semester course concept was also tried in other classes but not on this same basis.

Another area which was causing considerable scheduling problems was the junior high classes. The entire curriculum had to be built around the fact that the staff had to be used not only for high school (9-12) but for seventh and eighth grade as well. These two grades were totally independent of each other except in P.E. and in effect, the high school schedule worked somewhat around their schedule.

In an attempt to resolve this problem, these two grades were scheduled in a three-hour, non-graded "core" program in Language Development using two instructors and an aide. The objectives here were:

1. To try to correct language problems encountered at this age level.
2. To dissolve another rigid grade level distinction as much as possible.
3. To provide a transition stage for further development of an individualized program for junior high students.

SCHOOL YEAR 1969-70

The experiment with the English and Social Studies courses was accepted very well by both students and teachers. The objective of providing a non-graded curriculum in these two areas was successfully accomplished.

The flexibility of scheduling was immediately evident; and since a student did not feel forced to take a course in these two areas each semester, class loads could be equalized more easily. "Mixing" the grade levels in these two areas provided opportunities for students to be in classes with other students they had never before been in classes with. Student and teacher morale was boosted by the feeling of having some choice in establishing at least a part of the curriculum.

The project gave impetus to a series of curriculum revision meetings throughout the school year which provided an opportunity for teachers in other areas to investigate the possibility of doing similar programs. A student curriculum committee submitted suggested course offerings in any area they chose. These ideas were then co-ordinated with courses which the staff felt it could successfully offer.

Experiences with the semester courses during this school year showed that the idea was worth pursuing further. Teachers and students responded very favorably to the idea of new course offerings in English and Social Studies twice a year rather than only at the start.

Upon further investigation of state requirements for allotting credits, it was discovered that by dividing the regular 180 school days into 60-day segments of "trimesters," and running classes 63 minutes per day, that the state minimum time requirements could be met for 1/2 credit courses.

The 63-minute time block could further be broken down into three 21-minute "modules" of time allowing further flexibility. A teacher might then be able to offer a course using as many or as few of these modules as he chose over a 60, 120, or 180 day time. Some courses might need 5 modules per day for 60 days; others might need only 1 module but 180 days.

The final result was a group of over 200 one-half credit "minicourses" in all areas which the staff of 10 teachers felt they could offer in a variety of time arrangements (see Appendix I--Course Listings). By means of a student "tally sheet," courses which were most in demand or needed for state graduation requirements were placed in the first trimester schedule. All courses were non-graded through the ninth grade level and the junior high students were divided into three non-graded groups and given several times during the day when they could schedule into regular high school courses. This was done as an experiment to see if non-grading for the entire seventh through twelfth grade could be accomplished.

SCHOOL YEAR 1970-71

The first trimester was attempted with an attitude of excitement and willingness to try a new approach to solving old problems of joyless drudgery in education. No one expected total success. A Japanese Study Program was also being attempted at the same time the total curriculum was being revamped. Twenty-eight junior and senior students would visit Japan on another experimental program to see what effect a visit to a foreign country would have on the motivation, sophistication, and entire lives of students from rural Alaska.*

Teachers and students accustomed to full-year courses had to adjust their thinking to 60-day minicourses. Programs progressed with a livelier pace and in some cases, teachers found that a course planned for 60 days had to be extended to 120 days. Others felt that courses planned for two trimesters could be successfully completed in one. Priorities and prerequisites were scrutinized, and in general, the whole traditional system of teaching, learning, grading, scheduling, planning, etc., was analyzed for both its advantages and disadvantages.

During the first and second trimesters, student tally sheets were again used to determine which courses the students needed or desired to take the succeeding trimester. A problem in obtaining some sort of an accurate tabulation from students having unlimited choice (except where prerequisites prevented) was partially solved by asking students to indicate five course choices by using the number of the period desired. This,

*These students are currently completing a semester's work at the University of Alaska. From information available, it is quite evident that this is the highest percentage of any group from a rural Alaskan school in the history of the University to complete a semester's work. A full evaluation of this program may be obtained at a later date.

unfortunately, eliminated some flexibility with the 21-minute modules, and this problem is still unresolved. It may be that some computer assistance with this type of scheduling may be necessary to fully realize its flexibility.

One very interesting and encouraging solution to conflicts in scheduling is being tried in several areas. "Seminar" courses in independent study have been working quite effectively. In these courses, students simply register for "Science," "Math," or any general subject area. They then pursue any topic in that area at their own pace toward a goal which they have set for themselves with the counselling of the instructor. This eliminates the problem of having to place a course, which is in demand, at any specific period of the day. The student is given credit in whatever area he concentrates in upon completion of his goal.

Independent study has much to offer and should be pursued further. It is the most effective way of breaking down the "six period" school day for those students who do not learn most effectively in the rigid, structured setting (see Appendix II).

PROJECTIONS

The reaction to the programs at Dillingham High School appear to be generally favorable from students, teachers, and "outside" evaluators. Some statements and statistics are available in Appendix II.

Variations of the trimester, minicourse concept are being attempted elsewhere in the nation (see Appendix III--Related Articles). Unfortunately, in most cases it has not been generally used as the primary vehicle for a curriculum. Too often it is merely tried on a two or three week basis as an "enrichment" program to the "regular" program which evidently has not provided youngsters what it should or it would not need "enriching." It lends itself well to the year-round school concept with very distinct possibilities for the voucher system and differentiated staffing.

The momentum generated by the programs this year at Dillingham High School should be taken advantage of with continuing innovation, experimentation, and evaluation; for in a world where existing knowledge doubles every five years, educators and education cannot afford to remain static. Students must learn how to learn, not just an accumulation of facts which will be obsolete when they leave the high school.

Plate I

SCHEDULE 1968-69

PERIOD I	PERIOD II	PERIOD III	PERIOD IV	PERIOD V	PERIOD VI
Algebra II (6)	Algebra I	Plane Geometry	8th Math	7th Math	
French I (7)	U.S. History	7th Social (up)	Government (7)	8th Social (7)	World History (7)
Journalism (2)		8th English (5)	English II (5)	English I	English III
		Voc. Home Ec. (8)	Voc. Home Ec. (8)	Home Ec. II (3)	Home Ec. I
Band & Chorus (gym)					Art - P.E.
Shop I (Shop)	7th English (up)	Shop II (Shop)	Mach. Drawing (Shop)		Shop I (Shop)
	English IV (4)	Guidance Study (4)	Health & P.E. I	Health & P.E. II	Jr. High P.E.
	Biology (9-10)	Biology (9-10)	Health & P.E. I	Health & P.E. II	Jr. High P.E.
Typing I	Business Math (3)	Office Prac. I (Shorthand)	Bookkeeping	Office Prac. II Typing II	General Business
Study Hall	8th Science	General Science	7th Science	Physics	

PLATE I

PLATE II

ENGLISH COURSES

Eng 100	Practical Writing and Speaking
Eng 101	Beginning English Grammar
Eng 102	Advanced English Grammar
Eng 201	Beginning Composition
Eng 202	Advanced Composition
Eng 203	Creative Writing
Eng 204	Research
Eng 301	The Short Story and Poetry
Eng 302	The Novel
Eng 303	Classic Theater
Eng 304	Modern Theater
Eng 305	The Spoken Language

SOCIAL STUDIES

SS 200	Geography in History
SS 201	The History of Science
SS 202	Music Since the Renaissance
SS 203	Revolutions in History
SS 204	The American School and the Process of Education
SS 300	Participation in Democracy (Required)
SS 301	Economics and Politics in History
SS 302	American Bill of Rights
SS 303	The Development of Democratic Ideals
SS 304	Race in American History
SS 400	Conflict in History
SS 401	Current Events
SS 402	Dillingham Here and Now
SS 403	Psychology
SS 404	Research Projects

Plate III

SCHEDULE 1969-70

PERIOD I	PERIOD II	PERIOD III	PERIOD IV	PERIOD V	PERIOD IV
	Algebra I	General Math	Algebra II	8th Math	7th Math
Chemistry	General Sci		Biology	7th Science	8th Science
9th P.E.	10th P.E. Boys	Biology	7th & 8th P.E. Boys M. W. F.	8th Science	
9th P.E. Girls	10th P.E. Boys	Eng. #1 102 #2 204	7th & 8th P.E. Girls Tue. Th.	Elementary P.E.	
7th 8th Core Program					
		Eng. #1 100 #2 300	Eng. #1 100 #2 300	Eng. #1 101 #2 301	Journalism
		S.S. #1 300 #2 300	S.S. #1 300 #2 300	S.S. #1 202 #2 403	S.S. #1 203 #2 204
I. A. II	Eng. #1 101 #2 305	Eng. #1 101 #2 101	Not offered 1st Semester Gen. Shop 2 only	Gen. Shop I only Not offered 2nd Semester	I. A. I
H.E. II	Advanced H.E.	H.E. II	7th & 8th H.E. Boys Tue. Thu. Girls M. W. F.		H.E. I
Bookkeeping	Economics	Typing I	Gen. Bus. #1 only	Gen. Bus #2 only	Typing II
			Reading Lab #1 #2	Reading Lab #1 #2	Reading Lab #1 #2
No Class					
Assistant					
Secretary					
Office					

#1 indicates 1st Semester only

#2 indicates 2nd Semester only

APPENDIX I

14a

COURSES AVAILABLE

1970-71

AVIATION

- Aviation History
- Aviation Geography
- Aviation Math
- Navigation
- Aviation Economics
- Meteorology
- Model Aircraft Theory and Construction
- Communications
- Aviation Physics
- Wilderness Survival

VOCATIONAL PROGRAMS

- Shop Math
- Drafting I
- Drafting II
- Drafting III
- Theory and Construction of Stringed Instruments
- Modern Building Practices
- Modern Metal Technology
- Aircraft Maintenance for the Pilot
- Aircraft Maintenance and Repair
- Advanced Power Mechanics
- Marine Propulsion Systems
- Basic Auto Systems
- Electronics I
- Electronics II
- Graphic Arts
- Engine Repair & Maintenance
- Boat Building
- General Shop I
- Machine Woodworking
- General Shop III
- Jewelry & Lapidary
- Aviation I - Private Pilots Ground School
- Aviation II - Flight Training
- Oxygen-Acetylene Welding
- Marine Propulsion Systems
- Sporting Goods Construction
- Auto Mechanics

SOCIAL STUDIES

- Geography in History
- The History of Science
- Music Since the Renaissance
- Revolutions in History
- The American School and the Process of Education
- Participation in Democracy
- Economics and Politics in History
- The American Bill of Rights
- The Development of American Ideals
- Race in American History
- Conflict in History
- Current Events
- Dillingham Here and Now
- Psychology
- Research Project
- 98.6 Seminar
- Council
- Film Making

SCIENCE

- Introduction to Matter
- Energy
- Earth Science (SC 201)
- Earth Science (SC 202)
- Physical Geology
- Mineralogy
- Geology Field Trip
- Practical Biology (SC 206)
- Practical Biology (SC 207)
- Chemistry I
- Chemistry II
- Physics I
- Physics II
- Science Seminar
- Oceanography
- Biology I
- Biology II
- Biological Studies

MATH

Basics of Mathematics
 Personal Mathematics
 Introduction to the Fundamentals of Geometry
 Beginning Algebra
 Math 202 (Higher Math)
 Math 300 (Laws governing systems of Numbers)
 Math 301 (Laws governing systems of numbers)
 Math 400 (Trigonometric functions and complex numbers)
 Math 401 (Progressions and binomial expansions)
 Business Math
 Math 107 (Slide Rule)
 Mathematics of Navigation
 Plane Geometry
 Solid Geometry
 Speed Math

BUSINESS

Economics 401 (Business Law and Communications)
 Consumer Economics 101
 Consumer Economics 102
 Typing 201
 Typing 202
 Typing 203 (Professional Typing)
 Typing 301
 Accounting 301
 Accounting 302
 Accounting 401
 Simulated Office Practice
 Legal & Medical Terminology for Secretaries
 Office Machines
 Salesmanship
 Retailing Fundamentals
 Merchandising and Advertising
 Economics 301
 Business Organization & Management
 Beginning Shorthand
 Intermediate Shorthand
 Advanced Shorthand

VIDEO RECORDING

LEATHERCRAFT

Leathercraft 100
 Leathercraft 101
 Leathercraft 301

MUSIC

Mixed Chorus
 Small Vocal Ensembles
 Operetta Workshop
 Allied Arts
 Band
 General Music

LANGUAGE ARTS

Asian Studies
 Journalism
 Practical Writing & Speaking
 Beginning English Grammar
 Advanced English Grammar
 Beginning Composition
 Advanced Composition
 Creative Writing
 Research
 Short Story & Poetry
 The Novel
 Classical Theater
 Modern Theater
 The Spoken Language
 Debate
 Basic English
 Yearbook Production
 Career Opportunities
 Reading Lab

PHYSICAL EDUCATION

Cross Country Skiing
 Introduction to Physical Education
 Folk & Square Dancing
 Softball, Track, and Field (Girls)
 Soccer, Speedball, & Field Hockey (Girls)
 Volleyball & Basketball (Girls)
 Modern Dance (Girls)
 Advanced Modern Dance (Girls)
 Body Mechanics (Girls)
 Ballroom Dancing (Co-ed)
 Roller & Ice Skating
 Tennis
 Drill Team (Girls)
 Recreational Activities
 Physical Fitness (Boys)
 Weight Lifting
 Soccer and Football (Boys)
 Elements of Track & Field (Boys)
 Wrestling (Boys)
 Tumbling, Gymnastics, Trampoline
 First Aid & Safety
 Basketball & Volleyball
 Hunter Safety
 Riflery
 Badminton & Table Tennis

PHYSICAL EDUCATION (continued)

Archery
Advanced Tumbling,
Gymnastics, & Trampoline

HOME ECONOMICS

Beginning Sewing
Needlework
Upholstery & Wood Finishing
Child Development
Meal Planning and Preparation
Food Preparation and Baking
Making a Cloth Parka
Beginning Skin Sewing
Housing
Boys Food Class
Boys Sewing Class (Beginning)
Boys Sewing Class (Advanced)
Grooming & Health
Orientation to Hospital
Nursing Service
Nurse's Aide
Food Service
Advanced Sewing
Intermediate Sewing
Management and Consumer
Buying
Child Development
Orientation to Health Careers
Nursery or Day Care Center

COURSE DESCRIPTION EXAMPLES

The following are examples of course descriptions found in the Course Description Catalog:

AVIATION ECONOMICS - The impact of aviation on area economics will be discussed along with the employment possibilities of the industry. Bristol Bay aviation will be discussed in detail. Representatives of aviation industries will be guest speakers.

THEORY AND CONSTRUCTION OF STRINGED INSTRUMENTS - A study of the history and theory of the Guitar and other stringed instruments and the actual construction of a quality instrument by each student.

Prerequisite for Course: Advanced Woodworking,
General Science

COUNCIL - Students are elected to this course by the entire student body. One-half credit in Social Studies will be given for participation. Students who are elected to this course will determine what the class will study, when the course will meet, how grades (and/or IF grades) will be given, how the class will operate, and what the instructor will do to help.

Prerequisite for Course: Election to the Course
by the Student Body

PHYSICS I - Matter and the laws governing the behavior of matter. Investigation into the laws of motion. A study of the different forms of energy and their relationship to each other.

Prerequisite for Course: Science 100

BASICS OF MATHEMATICS - Including a review of: fractions, decimals, and percent and measurement. For the student who needs further work in fundamentals.

PERSONAL TYPING - An introductory typing course for students who have no typing experience. They will learn the basic typing techniques, how to write personal letters, themes, etc., but will not be required to attain more than 20 words per minute proficiency.

FOOD PREPARATION AND BAKING - Will be learning measurements, how to read recipes and follow them, how to use equipment. Hygiene in kitchen. Emphasis on simple meals (breakfast and lunch) and baking - cookies, quick breads, yeast breads.

First
Trimester

	8:45	9:06	9:27	9:57	10:12	10:33	10:57	11:18	11:39	12:00	12:21	12:42	1:03	1:24	1:48	2:09	2:30	2:54	3:15	3:36
	9:06	9:27	9:48	10:12	10:33	10:54	11:18	11:39	12:00	12:21	12:42	1:03	1:24	1:45	2:09	2:30	2:51	3:15	3:36	3:57
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Mr. Gustafson	Jewelry + Lapidary /11			Machine Woodwork /11			Gen. Shop /11													
Mr. Crow	Construction of Stringed Instruments /12			Electronics I /12			Drafting /12													Shop
Mrs. Cherry	Orientation to Nursing /8			Beginning Sewing /8												Jr Hi Home Ec. Gr #2 /8		Child Development /8		
	Library Service																			
Mr. Sagmoen	Science 100 /9			Science 200 /9			Chemistry I /9									Jr Hi Science Gr 3 /9		Science 203 /9		
Mr. Adkison	Math 102 /5			Math 101 /5			Math 200 /5									Jr Hi Math Gr 1 /5		Math 100 /5		
Mr. Jones	Introduction to PE (boys) /gym			Basketball + Volleyball /gym			Tumbling + Gymnastics /gym									Hunter Safety /6		Elem PE MWF Jr Hi PE TTH /gym		
Mrs. Jones	Introduction to PE (girls) /gym			Modern Dance /gym			Ballroom Dancing /gym						Career Opportunities /13			Archery /gym		Same as above /gym		
Mr. Parten	Elementary Music												Band Elem Music Rn			Elementary Music		General Music Jr Hi - MWF Elem Music Rn		
Mr. Ruby	Consumer Economics /13			Typing 201 Section 1 /13			Typing 201 Section 2 /13									Typing 203 /13		Accounting 301 /13		
	Simulated Office Practice - 2 hour blocks of time to be scheduled by the instructor																			
Mr. Larson	Jr Hi Social Studies Gr #2 /6			Jr Hi Social Studies Gr #1 /6			Jr Hi Social Studies Gr #3 /6													Auto Mechanics Shop
Mr. Erb	Jr Hi English Gr #1 /7			Jr Hi English Gr #3 /7			Jr Hi English Gr #2 /7										English 203 /7		Psychology /7	
Mr. O'Brien	Social Studies 202 /Armory			Social Studies 300 /Armory			Social Studies 98.6 /Armory										English 201 /Armory		Journalism Blizzard Production /Armory	

Second
Trimester

8:45	9:06	9:27	9:53	10:14	10:35	11:01	11:22	11:43	12:04			1:00	1:25	1:46	2:07	2:33	2:54	3:15
9:06	9:27	9:48	10:14	10:35	10:56	11:22	11:43	12:04			1:00	1:25	1:46	2:07	2:28	2:54	3:15	3:36
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Mr. Bingman

Aviation Mechanics

Hangar

Aviation

Mr. Crow

Construction of Stringed Instruments

Electronics I & II

Drafting I & II

Mr. Gustafson

Jewelry & Lapidary

Machine Woodworking

General Shop A/B

Shop

Mrs. Cherry

Cloth Packer & Advanced Sewing

Boys Food

Jr Hi Home Ec #3

Needlework

Library Assistant

Mr. Sagmoen

Science 201

Science 203

Science 206

Jr Hi Science 100

Chemistry I

Mr. Addison

Math 102

Math 200

Math 201

Jr Hi Math #2

Math 101

Mr. Jones

Recreational Activities

Tumbling & Gymnastics

Biology

Weight Lifting

Jr Hi PE TTH

Mrs. Jones

Recreational Activities

Basketball Volleyball

Social Folk Dance

Drill Team (girls)

Jr Hi PE TTH

Mr. Parten

Elementary Music

Elementary Music

Girls Chorus

Mr. Ruby

Typing 201

Typing 202

Typing 200

TV Production

Leathercraft 101

Simulated Office Practice Section I

Simulated Office Practice - Section II

Mr. Larson

Jr Hi Social Studies #2

Jr Hi Social Studies #3

Basketball

Auto Mechanics

Mr. Erb

Jr Hi English #3

Jr Hi English #1

Jr Hi English #2

English 101b

English 201

Mr. O'Brien

SS Participation in Democracy

SS Race in America

SS Alaskan History

Counseling (to be scheduled)

Journalism

Mrs. Larson

High School Office Assistant

Mr. Whybark

Elementary Office Assistant

Mr. Cherry

Audio Visual Assistant

Third Trimester	First Hour 8:45 - 9:48	Second Hour 9:53 - 10:56	Break #1 10:56 - 11:19	Third Hour 11:14 - 12:17	Lunch 12:17 - 1:00	Fourth Hour 1:00 - 2:03	Break #2 2:03 - 2:21	Fifth Hour 2:21 - 3:24
Mr. Bingman	Aviation Mechanics	Aviation Mechanics		Aviation Mechanics		Aviation Mechanics		Aviation Mechanics
Mr. Crow	Welding and Electronics	Welding and Electronics		IA Seminar		Flight Training		Flight Training
Mr. Gustafson	Machine Woodworking or Gen Shop	Machine Woodworking		Jewelry & Lapidary		IA Seminar		Jr Hi IA Pottery
Mrs. Cherry	Home Ec Seminar	Child Development		Food Preparation & Baking		Jr Hi Home Ec #1		Needlework

Library Assistants

Mr. Sagmoen	Science Seminar	Science Seminar		Science Seminar		Jr Hi Science #2		Science Seminar
Mr. Addison	Speed Math	Jr Hi Math		Math Seminar		Jr Hi Math #3		Math Seminar
Mr. Jones	PE Seminar	Riflery		Advanced Tumbling		PE Seminar		Jr Hi PE
Mrs. Jones	Recreational Activities	Archery						Elem PE
Mr. Patten	Elementary Music					Elementary Music		Band
Mr. Ruby	Typing Seminar	Typing Seminar		Typing / Office Practice		Video Recording		Leathercraft

Simulated Office Practice

Mr. Larson	Jr Hi Social Studies #2	Jr Hi Social Studies #3		Jr Hi Social Studies #1		Auto Mechanics		Cross Country Skiing
Mr. Erb	Jr Hi English #3	Jr Hi English #1		Jr Hi English #2		Asian Studies		Asian Studies
Mr. O'Brien	Journalism	Race in American History		Counseling				

High School Office Assistants

Elementary Office Assistants

Audio Visual Assistants

Appendix II

MEMORANDUM

State of Alaska

TO: Dr. Cliff R. Hartman
Commissioner of Education

THROUGH: Dr. W. Russell Jones, Director
Division of Instructional Services

DATE : April 12, 1971

FROM: Paul K. Hilburn, Consultant
in Secondary Education

SUBJECT: Report of Travel
Dillingham Evaluation

I spent from April 6 to 8th visiting with Superintendent Turner, Principals Bob Cherry and Dean Wybarke, staff and pupils. This report is a short attempt to summarize the prime factors as I viewed them.

Facilities

The new school, which will house both elementary and some secondary students, is under construction, but may not be available until later next school year. At the present, the aviation science class (rebuilding and mechanics) is housed at a separate hanger-type facility some distance from the school. While the space is far better, it is not so available as the former space was at all times to any student. However, more space is now available in the school shop for regular classes. Since a large portion of the new facility will be "open-space", teachers and students need to be prepared to use it to the best advantage. Mr. Wybarke and several elementary teachers plan to visit Chinook and Wonderpark schools to study their approaches to open schools. Perhaps "Project Careers" would be a good place to visit for the secondary staff.

Tri-mester System

The final third of the school year is approaching and an evaluation of the tri-mester system by faculty and students was conducted by questionnaire and was just being tallied at the time of my visit. Generally, most seemed in favor of the system and wished to continue it next year.

It appears that all the flexibility possible with such a system has not in fact been utilized, rather each tri-mester has been more or less considered one third of a course by some faculty. The advantages of having a flexible year should allow all kinds of experimentation to take place, independent study, travel programs, individualized education, high interest courses, etc. While all of these have been tried to some extent, further refinement and integration of independent tri-mesters into the entire curriculum plan is needed. I would say the tri-mester program has been just as effective as a regular school year in most respects, better in some, and with a valuable potential for education there as well as in other places in Alaska.

MEMORANDUM

Dr. Cliff R. Hartman

-2-

April 12, 1971

Japan Studies

Until an evaluation of the on-campus portion of the Japan trip is made I do not feel in a position to comment on the effectiveness of that portion of the project. I suggested that Dr. Jones be contacted for assistance in developing the evaluation program.

The program presently calls for those students who plan to make the next trip to take an Asian studies program before going. I visited with the class and teachers of this program. It is a team-teaching, multi-discipline course which includes Asian studies, culture, Japanese, report writing, etc. If the students whose present motivation to work in the Asian studies course is high are not able to go to Japan, I imagine demand for the course will drop abruptly.

The apparent absence of clear-cut objectives for the trip last fall should not preclude another such venture, although defined goals would improve the project and help remove some of the apparent lack of enthusiasm for another such venture in some quarters. Based on results of this year I think rather specific objectives and means of evaluating success can be developed.

Elementary Program

A school year and a half after they held a workshop on ungrading and multi-age grouping, the elementary teachers have still not made any attempts as a group, and as individuals for the most part, to examine their own program and develop a plan for changing it. Apparently they are content with the results they are getting, and do not wish to change. The principal is quite eager to assist them in making effective changes, and one method may be to develop team or shared-grade responsibility among the two or three teachers who are interested in improvement of teaching approaches. I am forwarding him materials on multi-age grouping and similar programs. Perhaps the visits to Anchorage schools will give the staff some insight that can be carried out in the new Dillingham school or even before. A visit to Hoonah could be valuable, too.

Secondary Program

The secondary staff at Dillingham impresses me as one which is sincerely interested in making significant improvements in secondary education for their students. The impact of the tri-mester system has been to cause each individual to question whether or not the standard school year and program is inviolate, although even greater changes are possible, as I indicated earlier. I have met few faculties who wish to know what the possibilities are for change, and specifics as to how to go about getting it done, instead of asserting why it can't be done.

I spent over an hour discussing student-centered, open-campus, independent-study programs, such as Project Careers, with them. In "Seminar" classes, various approaches to independent study are already in operation, although they are currently subject to limitation by bells and periods. I made no

MEMORANDUM

Dr. Cliff R. Wartman

-3-

April 12, 1971

specific recommendations for Dillingham, that will have to come from their own educational leadership and student body. It may be that even in Dillingham they need a school-within-a-school; part of the students or part of the subjects more traditionally regulated by time-location-objectives and part much more open-ended and independent. The staff evidenced much interest in such possibilities and I hope that they can plan to use the flexibility inherent in their school and tri-mester system next year. Perhaps the first tri-mester of each year can be used for independent study and planning for the following two tri-mesters. I believe that any of our staff members who wish to participate **in helping** develop new educational programs will find themselves welcomed by administration and staff.

P. K. H.

PKH:lb

cc: Daniel G. Turner

File: 330-Dillingham

TRIMESTER OBSERVATIONS

Superintendent's Standpoint by Dan Turner

Although I do not feel that the opportunities possible under the trimester school year have been fully recognized by the local staff, I very strongly feel that it is a major improvement over the traditional semester system. This is especially true in the case of Dillingham where some forty percent of the secondary students are from the nearby villages, and many of these enroll after a partial semester in one of the larger schools in the State. The trimester system provides a logical entrance date for our "drop-in" students where, in the past, most entered in the middle of a term with little chance for success.

The fact that all possibilities have not been fully utilized by the local staff is easily understandable and, in no way, should be considered as a measure of the staff's ability to adapt to change. It is simply a matter that it takes time, as well as actual experience, to determine what changes will work. A majority of the teachers have discussed possible changes for next year which indicates rather clearly to me that they are recognizing other possibilities, and that the trimester system will improve each year.

There has been absolutely no indication that the more condensed classes have lowered the academic standards of the school, rather the opposite. Also, there has been very little indication of lack of student or community acceptance of the change. From an administrative standpoint, I very strongly feel that this change has improved the general attitude of both teachers and students and offers much for the future. I can only highly recommend that the trimester system be continued.

OBSERVATIONS OF TRIMESTER

by Sarah Hanuske
Boarding Home Coordinator for the Dillingham Area

Comments on the trimester system have been very favorable from those boarding home students who have attended other high schools. Getting to "chase" subjects has been important to them. "We have to take what they say at _____." The courses seem more relevant to them. "We don't have to take courses which don't help us." Humanities and an old English course were given as examples. Many students have requested that drivers' education and track be added to the curriculum.

BOARDING HOME STATISTICS

First Trimester

52 Enrolled

- 1 Transferred to Chemawa within first week of school.
(Their airplane tickets had arrived late.)
- 1 Transferred to Eash High, Anchorage, during trimester
- 1 Transferred to Eash High, Anchorage, after completing the trimester
- 1 Quit and returned to the village.
- 1 Graduated

Second Trimester

52 Enrolled

- 6 Entered - 5 had been in school and transferred here.
- 1 Quit and returned to the village - Entered second trimester, had not been in school previously for the 1970-71 school year.
- 2 Dropped from Boarding Home Program since they should have been under the Department of Welfare - Remained in school.
- 2 Graduated

Third Trimester

53 Enrolled

- 6 Entered
- 1 Transferred to Seward Skill Center
- 9 Graduating

The incoming students have had fewer academic adjustment problems than they expected. The comments from the transfer students have been very favorable towards the trimester system.

The proposed schedule for next year with the one-week breaks between trimesters should alleviate many of the social and homesickness **problems**. Most of the students can return home easily during these breaks and **will** certainly want to do so. Weekend trips are costly and not long enough.

OBSERVATIONS OF INDEPENDENT STUDY CONCEPT TO DATE

by Don Sagmoen
Science Teacher at Dillingham High School

I. Operation of Course

- A. Course - Regular course of study, 1 trimester, 1/2 credit in the area.
- B. Topic - A segment of science that is of interest, 1 week to 1 trimester, 1/2 credit in whatever the major area turns out to be.
- C. Control
 - 1. Each student has a folder in a file cabinet
 - 2. Folder contains a course outline, log book, and papers turned in by the students.
 - a. Course outline describes the steps to be taken to study the course or topic chosen. Also space for self-evaluation, a mutual grade (after a conference) and comments. This form is filled out by the student.
 - b. The log book provides a place for the student to jot down a short statement as to what he has accomplished during the period.
 - c. Papers range from tests to reports completed by the student.

II. Advantages over Old System

- A. Eliminates schedule conflicts
- B. Attempts to put into practice real individual study.
 - 1. Students choose what they want to study.
 - 2. Students set their own pace.
 - 3. Students have a say in evaluation of their work.
- C. A more even class load. Smallest class this trimester is 12 and the largest is 17.
- D. I have more time to devote to individuals.
- E. Students can take a course when they want it.
- F. Make use of other teachers with specialized knowledge. (e.g., Mr. Jones and biology students)

C. Fewer discipline problems.

H. Better teacher-student rapport.

III. Disadvantages of independent study program.

A. Does not fit all areas as well as it does Science.

B. Not all students work well on their own.

C. Our resources are limited.

D. Insufficient time during the school day to read, correct, and grade student papers.

E. Inadequate preparation on my part.

1. There is lots of talk about individual study but very little "how to" information.

2. I don't have knowledge of all areas; e.g., Drugs. I was totally unprepared in this area.

3. I am not satisfied with control. I don't mean discipline--there are actually fewer discipline problems. I mean keeping track of who is doing what. One student went for three weeks studying Biology I before I discovered that he had taken both Biology I and II before and had received credit.

4. I have doubts that my evaluation procedure is adequate.

F. Difficult to anticipate supplies that will be needed.

G. Difficult to determine beforehand when a class should be declared full. With some students, 17 is too many--with others, 17 is no problem.

H. Independent study is not structured enough for some students.

IV. Impressions to Date (3/23/71)

A. Advantages outweigh disadvantages. Most of the disadvantages will disappear when

1. I gain more experience, and

2. We get the degree plan with its advisor-advisee groups in operation.

B. I'm communicating with the students--for the first time with some.

C. Student interest is way up compared to regular classes. This is somewhat subjective; but generally in a regular class of 12, probably 6 wouldn't be too interested. In the present situation, one or two out of 12 appear uninterested. Of course, this might be due to the novel situation.

- D. More structure for some of the students is needed.
- E. I like independent study. I have only one regular class this trimester and the thing that bothers me is the inflexibility of this class. Four weeks and I'm "spoiled."
- F. Some students are studying material for which they are not adequately prepared.
- G. Concerning F above, this should be eliminated somewhat when the advisor-advisee group plan goes into operation.
- H. How can we (I) evaluate this program?
- I. My basic Matter course should be programmed. This is the course that I'm presenting to the Junior High and the one boarding students should take first if they haven't had this material. Programmed material would give a more structured course and possibly make it easier for the student to get through this course.

GUIDELINES

The class you have enrolled in is called "Science Seminar." This name is not accurate and does not really reflect the type of course I have planned. A better name would be "Independent Science Study." The name actually does not matter, though. What does matter is that we all understand and agree on what will take place in this course. We do need some type of course title though and it looks like we are stuck with "Science Seminar." At any rate, regardless of title, we need to understand the procedure to be used.

I feel that there are two major categories of study. Let's call them General and Specific. General is defined as "any area of Science that interests you." You may study this topic for a week or a trimester. In the general area, you can study Biology one week, Geology the next, Physics the next, and so. In the general area, a course of study sheet will be filled out every time you change from one area of Science to another or if you decide to study the topic more. At the end of your study of a particular subject, a written report will be handed in and you will be asked to evaluate (grade) your work for the week. We will then have a chat (just the two of us) and talk about your study and agree on a grade which will be recorded. At this point, you would plan your next course of study which could be in a completely different area or a continuation of the area that you just completed. At the end of the trimester, I will review all of your reports and decide in what area of science you will receive credit. For example, if most of your study concerned Biology, then you would get credit in Biology. If your reports indicate that you have studied in several areas, then you will receive a credit in General Science.

Specific is defined as "one area of Science, for example, Biology or Geology or Chemistry." If this is your choice, then I will recommend a minimum course of study (which chapters in the text, in what order, and which experiments). This type of study would be very similar to a regular class except that I will not lecture to the group and you will work at your own pace. At the end of a chapter, I will give a test and we will arrive at a grade to be entered into the grade book. The experiments, if any, would be considered in determining the grade. At the end of the trimester, we will review your file and arrive at a final grade.

In both the General and Specific, you will be provided with a log book. The log book will be used to keep track of what you have done during class.

The above spells out what is expected of you--we now need to spell out what you can expect of me. I will not lecture to the group. I will act as a resource person. I will talk with you when you want and need advice. I will not always answer all of your questions. I will probably ask you some questions. I will not always provide you with the answers because (1) I may not know the answer, and (2) I might feel that the answer to your question is in the material you are reading and that you should "dig" it out. If I do not know the information you see, I will first inform you that I don't know and will then suggest where you can find the answer. You should bear in mind that no one knows the answer to every question and that some of your questions might be of this nature.

In closing, I would like to point out that we do have limited reference materials, and that I have four "Science Seminar" classes. This situation could cause problems if the reference material is not promptly returned. I would appreciate your cooperation with the reference material. Also, I would like to point out that certain individuals have loaned their private books to the school and I would appreciate your careful handling.

COURSE OF STUDY

DATE _____ NAME _____

TOPIC OR COURSE TO BE STUDIED _____

EQUIPMENT NEEDED (books, magazines, lab materials, etc.)

OUTLINE OF STUDY (a list of steps in order)

OBJECTIVE (what do you expect to gain from this study?)

TIME REQUIRED _____

* * *

TO BE COMPLETED AFTER WRITTEN REPORT IS HANDED IN.

DID I REACH MY OBJECTIVE?

YES NO
(circle one)

WHAT GRADE DO YOU THINK YOU HAVE EARNED? _____

GRADE FOR WORK AFTER CONFERENCE _____

COMMENTS: _____

STUDENT QUESTIONNAIRE

1. Were you in high school here last year?

YES - 83

NO - 55

2. Boarding student?

YES - 43

NO - 101

3. How would you rate your attitude toward school last year?

EXTREMELY UNFAVORABLE

1-1	2-0	3-4	4-17	5-36	6-28	7-15	8-10	9-4	10-0
-----	-----	-----	------	------	------	------	------	-----	------

EXTREMELY FAVORABLE

4. How would you rate your attitude toward school this year?

EXTREMELY UNFAVORABLE

1-1	2-1	3-3	4-4	5-18	6-20	7-29	8-33	9-23	10-16
-----	-----	-----	-----	------	------	------	------	------	-------

EXTREMELY FAVORABLE

5. Do you plan to go to school here next year?

YES - 114

NO - 27

6. If you are a senior, do you plan to further your education next year?

YES - 28

NO - 21

7. What is your opinion of the length of the school day?

TOO LONG - 29

TOO SHORT - 5

JUST RIGHT - 112

8. How would you compare Dillingham High School this year with other schools in the state:

BETTER - 47

MUCH BETTER - 52

ABOUT THE SAME - 32

WORSE - 9

MUCH WORSE - 2

9. How would you compare Dillingham High School last year with other schools in the state:

BETTER - 27

MUCH BETTER - 10

ABOUT THE SAME - 60

WORSE - 14

MUCH WORSE - 3

10. Do you feel your classes are too long?

YES - 32

NO - 122

11. Do you feel your classes are too short?

YES - 14

NO - 134

STUDENT QUESTIONNAIRE

Page 2

12. Do your friends like school this year better than last year?

YES - 109

NO - 19

13. Do you think the 60-day courses are too long?

YES - 11

NO - 137

14. Do you think the 60-day courses are too short?

YES - 12

NO - 132

15. Do you think the 60-day courses are just right?

YES - 144

NO - 12

16. Is your school work this year too hard?

YES - 11

NO - 124

17. Is your school work this year too easy?

YES - 14

NO - 129

18. Is your school work this year just right?

YES - 135

NO - 14

19. Was your school work last year too hard?

YES - 17

NO - 110

20. Was your school work last year too easy?

YES - 20

NO - 122

21. Was your school work last year just right?

YES - 110

NO - 37

22. Which way do you think the type of program like the Japan Study Course would work best?

UNDER THE SEMESTER SYSTEM (LIKE LAST YEAR) - 32

UNDER THE TRI-MESTER SYSTEM (LIKE THIS YEAR) - 108

23. What is your opinion of the Japan Course:

EXTREMELY UNFAVORABLE

EXTREMELY FAVORABLE

1- 2 2 -0 3-7 4-3 5-17 6-8 7-12 8-22 9-11 10-59

STUDENT QUESTIONNAIRE

Page 3

24. What effect do you feel the Japan Course had on the students who went:

NO BENEFIT AT ALL					EXTREMELY BENEFICIAL				
1-1	2-0	3-2	4-4	5-14	6-11	7-13	8-36	9-17	10-38

25. What effect do you feel the Japan Course had on the students who **did not go**:

NO BENEFIT AT ALL					EXTREMELY BENEFICIAL				
1-17	2-6	3-16	4-21	5-30	6-12	7-14	8-9	9-1	10-5

26. Do you feel the high school suffered during the absence of the Japan group:

YES - 36

NO - 106

27. If yes, do you feel this was justified by what the students experienced in Japan?

YES - 36

NO - 28

28. Do you think the tri-mester/mini-course system is working out?

YES - 136

NO - 10

29. If you had a choice, would you rather be in another school this year?

YES - 44

NO - 101

30. Do you like Dillingham as a place to live?

YES - 88

NO - 55

31. Are you happy with most of your teachers?

YES - 131

NO - 16

32. Do you feel you are learning things this year that will be valuable to you?

YES - 139

NO - 7

33. Give your school a grade for this year:

A+ - 11	B+ - 26	C+ - 11	D+ - 2	F - 2
A - 17	B - 36	C - 14	D - 4	
A- - 16	B- - 9	C- - 5	D- - 0	

34. If you were here last year, grade D. H. S. for that year:

A+ - 1	B+ - 15	C+ - 18	D+ - 6	F - 4
A - 6	B - 14	C - 15	D - 4	
A- - 5	B- - 7	C- - 13	D- - 1	

STUDENT QUESTIONNAIRE
Page 4

35. How are your grades this year compared with last year?

MUCH BETTER - 34
BETTER - 57
ABOUT THE SAME - 48
WORSE - 7
MUCH WORSE - 0

36. Grade "school spirit" for last year if you were here:

A+ - 4	B+ - 7	C+ - 12	D+ - 6	F - 9
A - 5	B - 10	C - 17	D - 10	
A- - 4	B- - 13	C- - 9	D- - 5	

37. Grade "school spirit" for this year:

A+ - 2	B+ - 18	C+ - 16	D+ - 5	F - 11
A - 9	B - 9	C - 37	D - 11	
A- - 6	B- - 7	C- - 10	D- - 8	

38. Do you feel you have a real choice in what courses you can take?

YES - 103
NO - 37

39. Do you feel that you as a student can influence which courses go into each trimester schedule?

YES - 109
NO - 33

40. What is your opinion of the way students are scheduled?

VERY UNFAVORABLE					VERY FAVORABLE				
1-1	2-0	3-6	4-7	5-20	6-33	7-16	8-28	9-9	10-18

41. Do you favor the idea of having a few days at the beginning of the trimester in which to make schedule changes?

YES - 117
NO - 17

42. Is discipline at D. H. S.:

TOO HARD - 17
JUST RIGHT - 107
TOO EASY - 22

43. Do you get homework:

TOO OFTEN - 24
JUST RIGHT - 85
NOT ENOUGH - 30

44. Do you like courses which begin with the start of a school year and last until school is out in the spring?

YES - 52
NO - 93

45. Which type of course do you think you learn more in:

ONE FULL-YEAR COURSE - 24
THREE 60-DAY MINI-COURSES - 119

STUDENT QUESTIONNAIRE

Page 5

46. Now that it is possible to earn 7 1/2 credits per year instead of 6 credits per year, do you feel graduation requirements for D. H. S. should be raised?
 YES - 61
 NO - 80
47. Do you think that courses which have a mixture of all grade levels are better than having just one grade level per class?
 YES - 112
 NO - 30
48. Do you think seventh graders should be allowed to enroll in courses with seniors if they are capable of doing the work?
 YES - 88
 NO - 55
49. Do you think you have enough "extra curricular" activities?
 YES - 65
 NO - 79
50. If you are enrolled in a "seminar" course, do you feel this idea is a good one?

VERY UNFAVORABLE

VERY FAVORABLE

1-4 2-1 3-5 4-6 5-10 6-6 7-18 8-24 9-20 10-38

TEACHER QUESTIONNAIRE

This is an attitude and opinion survey. If you feel you do not have sufficient information to justify answering a particular question, please leave it blank. Feel free to comment on any question.

1. Did you teach here last year?

YES - 8

NO - 4

Two years ago?

YES - 7

NO - 4

2. What is your opinion of the length of the school day?

TOO LONG - 0

TOO SHORT - 0

JUST RIGHT - 11

3. How would you compare Dillingham High School with other schools?

BETTER - 3

MUCH BETTER - 7

ABOUT THE SAME - 2

WORSE - 0

MUCH WORSE - 0

4. Do you feel your classes are too long?

YES - 0

NO - 11

SOME - 1

COMMENTS:

No except in special groups such as Group III, Junior High.

No. If too long, I could ask for fewer modules.

Some. Welding and Ground school.

5. Do you feel your classes are too short?

YES - 0

NO - 11

SOME - 1

COMMENTS:

Yes. Some lab classes are better with a 2 hour block of time.

No. I think if I wanted them longer, I could ask for more modules.

Some. I. A. Seminar.

6. Do you think the 60-day courses are too long?

YES - 0

NO - 12

COMMENTS:

No. Too short for some classes.

7. Do you think the 60-day courses are too short?

YES - 0

NO - 11

COMMENTS:

No. If we don't have too many class interruptions.

TEACHER QUESTIONNAIRE
Page 2

8. Do you think the 60-day courses are just right?

YES - 12

NO - 0

COMMENTS:

Yes. Generally, I like the 60-day idea. In some cases this time is too short and too long for others. Having to have a length of study. I prefer 60-days to 90 days.

9. Which way do you think the type of program like the Japan Study Course would work best?

UNDER THE SEMESTER SYSTEM (LIKE LAST YEAR) - 0

UNDER THE TRI-MESTER SYSTEM (LIKE THIS YEAR) - 12

COMMENTS:

Under the tri-mester system with a maximum of 1 trimester for the complete program (spring trimester).

Under the tri-mester system. The Japan Study Course should be a sort of finishing course, confined to the last trimester of the Senior year, and a more realistic screening process should be used. Objectives of the course should be spelled out in behavioral terms so that valid evaluation could be made, not only of the students involved in the program, but of the course itself.

Under the tri-mester system - the last trimester, or the record.

Under the tri-mester system. I think it would be most practical to have these types of courses sectioned off or scheduled during the last tri-mester of the year. The length of the present tri-mesters seems adequate to handle new adaptations to the original "Japanese Study" idea. For example, the shop class could possibly construct new dwellings of different types that might be needed by the city.

10. What is your opinion of the concept of "off campus" courses and programs?

EXTREMELY UNFAVORABLE

EXTREMELY FAVORABLE

1-0 2-0 3-0 4-2 5-1 6-1 7-3 8-2 9-1 10-1

COMMENTS:

10. I find that the concept might be more needed than anyone expects. "Off-campus" study might be utilized in the present system more than it presently is. Many departments might try to first teach basic facts and inform the student that he might qualify for an assistantship in local employment. Possibly the school might work with "Man-Power" more closely and place students in "helper" positions for one tri-mester.

4. I question the Japan program and its worth to students. Perhaps we should take 20 Juniors and Seniors that haven't been to Japan, send them to Fairbanks with a chaperone and see how they do.

8. Off-campus courses are a step in the right direction, but here again, they need to be better planned and organized.

6. Favorable with proposed changes.

TEACHER QUESTIONNAIRE

Page 3

11. What effect do you feel these have on the students who participate?

NO BENEFIT AT ALL					EXTREMELY BENEFICIAL				
1-0	2-0	3-0	4-0	5-2	6-3	7-1	8-3	9-1	10-1

COMMENTS:

5. Evidently some students benefit greatly and others not at all; hence, my "5" answer.

10. Student participation seems extremely good at present. The student seems to realize that various accomplishments means meeting a larger goal. It might be added that student participation as well as teacher participation seems to enhance. With no practical usage for the factual knowledge presented, both the student and teacher often observe no need for covering all of the basics. Students that have finished assignments seem to be more interested in using various learning aids to further their grasp of the knowledge presented. It might also be added that younger students participating in these courses might be productive if their requirements are those that we are now considering adequate for the average ability high school student.

8. Good with most; certain ones, no.

12. What effect do you feel these have on the students who do not participate?

NO BENEFIT AT ALL					EXTREMELY BENEFICIAL				
1-0	2-0	3-3	4-1	5-1	6-1	7-3	8-2	9-0	10-0

COMMENTS:

8. I have received some comments from various students now eligible for the existing program. These students did not enroll in the "Japan Study." Most of the attitudes and decisions center around feedback from other students engaged in or who have completed the course now available. Most of the students feel definitely positive or negative about the course in terms of its applicability to their future. It has made some students respond or remark that at present they do not have the ability to complete the preparation necessary for reaching the final goal.

3. Those students of high ability were left without enough bodies to make up upper level courses. 8. I have been able to concentrate on slower and average ability students more than ever before.

13. Do you feel the high school atmosphere changes during the absence of a group in this type of project?

YES - 9

NO - 2

COMMENTS:

Yes. It appears that many of our class leaders went on the Japan trip.

Yes. No leadership of older students. Most work is basic, nothing advanced.

TEACHER QUESTIONNAIRE
Page 4

Yes. I feel that many students begin to realize that they must make school activities a success because the older student is not present. I think the present student body functions well considering the changes that have developed this year.

Yes. A definite change takes place. Some students who would not normally be placed in responsible positions in student affairs are forced into these positions, even though they may not be mature enough to accept them. Another side effect, that is not necessarily desirable, is that something like half of my course offerings are geared to advanced students, with the accompanying outlay of time and money spent in preparing them. And yet, they are all going begging because there are no advanced students to take the courses. This has something of a demoralizing effect on the staff, I think, because most of us in the teaching profession like a little icing on our cake. Under the foreign study program, we don't even get any cake. Only biscuits and gravy! I now have to accept students into my semi-advanced classes who are in no way prepared for, or even interested in, the courses just to make up a classload.

14. If yes, do you feel this is justified by the experiences of the students who do participate?

YES - 5

NO - 2

COMMENTS:

Yes. Be able to make specific assignment of students in our major field.

Yes. Questionable.

Yes. Perhaps new leaders will emerge.

No. They miss the chance to be a useful part of the school.

15. Do you think the tri-mester/mini-course system is working out?

YES - 11

NO - 0

COMMENTS:

Yes. It gives a chance to "move around."

16. Grade "school spirit" for last year if you were here:

A+-0 A-1 A--0 B+-0 B-0 B--1 C+-0 C-4 C--1 D+-0 D-0 D--0 F-

17. Grade "school spirit" for this year:

A+-0 A-1 A--0 B+-2 B-1 B--1 C+-3 C-1 C--1 D+-1 D-1 D--0 F-0

COMMENTS:

C+. It has helped to have good cheerfulness.

C+. I think school spirit could be improved by the use of various publicity techniques. Often students are curious about various functions and happenings within the school. I also feel that both students and teachers do not publicize various projects or techniques that they are using to accomplish a goal. Praise for

TEACHER QUESTIONNAIRE

Page 5

accomplishments might also be increased through a wider knowledge that the accomplishment exists. If this praise does not develop on the student level because of the lack of publicity faculty and administration should give special scheduled praise for the work being accomplished and the final project. I would favor the use of a video tape library showing past accomplishments of students. Another library could be kept for teachers. This library could help refresh his memory.

18. What is your opinion of the scheduling process?

VERY UNFAVORABLE					VERY FAVORABLE				
1-0	2-0	3-0	4-0	5-2	6-0	7-2	8-5	9-1	10-1
						6&7-1			

COMMENTS:

5. Once a student enrolls in a course, he should not be allowed to drop or change that course unless he must take a required course for graduation.

8. At times, the choices are not adequate.

5. I think the scheduling process of first and second trimester was a mess and really didn't reflect the desires of the students. I like the "Science Seminar" approach better in that it is much more flexible in scheduling.

19. Is discipline at D.H.S.:

TOO HARD - 0

JUST RIGHT - 6

TOO EASY - 5

COMMENTS:

Just right--most cases. Should be harder for missing school.

Just right. Administration has backed teachers and contributed to discipline quite well.

20. Which type of course do you think students learn more in:

ONE FULL-YEAR COURSE - 0

THREE 60-DAY MINI-COURSES - 11

BOTH - 1

COMMENTS:

Both. Both types of courses are needed.

21. Now that it is possible to earn 7 1/2 credits per year instead of 6 credits per year, do you feel graduation requirements for D.H.S. should be raised?

YES - 10

NO - 3

COMMENTS:

Yes. More enrichment type.

Yes. I'm in favor of a degree plan and not just raising requirements.

No. Do not change; as it will tend to undermine what has been done.

TEACHER QUESTIONNAIRE

Page 6

Yes. If seventh and eighth get credits.

22. Do you think that most courses which have a mixture of all grade levels are better than having just one grade level per class?

YES - 9

NO - 1

BOTH - 1

COMMENTS:

Yes. With limitations.

Yes. Enables us to get enough students for a class.

Yes. As long as ability is level.

Yes. I'd qualify this only in Independent Study situations.

23. Do you think seventh graders should be allowed to enroll in courses with seniors if they are capable of doing the work?

YES - 11

NO - 2

COMMENTS:

Yes. I did this in one class last trimester.

Yes. Capable and mature.

Yes. Depends.

No. Cut it at ninth.

Yes. IF. (very rare)

No. If it would be a remedial course for the Senior (i.o).

If it was an advanced course for the Senior (yes).

Yes. If socially acceptable--discipline, etc.

24. Do you think we have enough "extra curricular" activities?

YES - 8

NO - 1

COMMENTS:

Yes. Unless demand for more warrants.

25. If you could choose only one word to describe our tri-mester system, what would it be?

GREAT - 3

ADVANTAGEOUS - 1

EXCELLENT - 1

EDUCATIONAL - 1

INTERESTING - 1

RELEVANT - 1

COOL - 1

CHALLENGING - 1

TEACHER QUESTIONNAIRE
Page 7

26. Do you favor the idea of having a few days at the beginning of the trimester in which to make schedule changes?

YES - 9

NO - 3

COMMENTS:

No. Better catalog or orientation. No change (certain exceptions.)

Yes. Three days at the most.

No. We lose three days due to confusion and "bail outs."

No. One of the main faults of the trimester system.

27. What is your opinion of the Special Seminar Class concept?

VERY UNFAVORABLE

VERY FAVORABLE

1-0 2-0 3-0 4-1 5-0 6-2 7 -3 8-2 9-3 10-1

COMMENTS:

8. Depends on the student.

10. It is really too early to assess the full impact of the seminar classes, but the results so far in my own area are highly encouraging. I think that in order to be successful, though, that the entire curriculum needs to be individualized completely, for the following reasons:

- a. Handling each student's needs with the traditional approach will throw a tremendous load on the teacher. I doubt if one teacher could handle this sort of a class structure.
- b. Not all of our students have enough maturity, and drive, and perhaps interest in the subject to make the sort of choices that a class such as this demands. When left to their own initiative, many students will either choose to do nothing, or choose some exotic project that is way beyond their ability and their means, and in either case, will result in failure. A seminar class still needs a certain degree of structured activity, and plenty of "academic road maps," or "cookbooks."

Yes. I have no knowledge of what is being done in this type of courses. If the special course lets the student work at an acceptable reading level and is programmed to let him discover as well as learn the basic requirements of the area he is interested in, I am all for the class.

7. Good, except on basic levels. Should have basics before entering.

28. Would you favor a one-week break between trimesters?

YES - 11

NO - 1

COMMENTS:

Yes. To actually prepare and organize.

Yes. Would it need to be a week?

TEACHER QUESTIONNAIRE
Page 8

29. Please use the back of this page for additional comments on our high school program.

ATTENDANCE STATISTICS

	1968-1969		1969-1970		1970-1971 First Quarter	
	Grades 1-6	Grades 7-12	Grades K-8	Grades 9-12	Grades K-6	Grades 7-12
AVERAGE DAILY ATTENDANCE	139.17	132.89	191.965	91.550	176.272	151.102
TOTAL	272.06 SE 6.81		283.515 SE 24.340		327.374	
AVERAGE DAILY MEMBERSHIP	145.09	143.44	202.286	97.915	184.136	158.727
TOTAL	288.531 SE 7		300.201 SE 25.143		342.863	
PERCENT OF MEMBERSHIP IN ATTENDANCE DAILY FOR EACH SCHOOL	Elementary	High School	Elementary	High School	Elementary	High School
	95.919%	92.645%	94.897%	93.499%	95.729%	95.196%
PERCENT OF MEMBERSHIP IN ATTENDANCE DAILY FOR TOTAL SCHOOL	94.342%		94.625%		95.482%	
INCREASE IN AVERAGE DAILY ATTENDANCE			28.985		19.519	
INCREASE IN AVERAGE DAILY MEMBERSHIP			29.821		17.519	

YEAR	NUMBER GRADUATED	CONTINUING EDUCATION		TYPE OF ADVANCED EDUCATION	ATTENDED	(of those attending) DROPPED	COMPLETED FIRST YEAR		GRADUATED OR COMPLETED SECOND YEAR
1969	22	#	%						
		12	54.54%	College	8	3	5	62.5%	5
				Trade School	4	0	4	100.0%	4
1970	24	#	%						
		15	62.5%	College	7	3	4	57.14%	
				Trade School	8	3	5	62.5%	
1971		#	%						
				College					
				Trade School					

C O M P O S I T E

GRADE POINT AVERAGE

HIGH SCHOOL

1969-70

Language Arts	2.64313
Math	2.34494
Science	2.43478
Social Studies	2.38167
Vocational	2.94791
P.E.	2.81101
Electives	2.50640

1970-71

(Comparative information
available Summer '71)

C O M P O S I T E

GRADE POINT AVERAGE

JUNIOR HIGH SCHOOL

1969-70

Language Arts	2.60256
Math	1.4785
Science	1.89705
Social Studies	2.50000
Vocational	3.00000
P.E.	2.24256
Electives	4.00000

1970-71

(Comparative information
available Summer '71)